Chapter 7-10

These for chapters in Fair Isn’t Always Equal all talk about different ideas in the topic of grading. Some of the ideas made a lot sense to me but others I feel as though they were either unclear or were ideas that I personally do not agree with. On page 92 the author states that “our role is to present the curriculum and provide that tough, real-life accountability”. This is a role that I hope to embrace and carry-out. I want my students to be responsible for their learning and to also really understand the information that I present, because all of what I say about health can be implemented in their everyday lives. The chapters also bring to light the differences in teachers and how they grade. I think this is why checklist and rubrics are so important. They give the teacher, student and parents a guide to go by, and when the parents are complaining to the teacher that they child should have gotten a better grade, its proof for the teacher. Simply hand them the rubric/checklist and have them see why you gave them the grade they did. My feeling on homework is that I feel as though it is necessary. Being an upcoming health teacher going through practicum and seeing how short that my mentor teacher gets with her students makes me realize the importance. I feel as though it should be practice and a time where the students can realize if they need more help. In the same breath I don’t feel as though it should be graded for accuracy, but I do think that feedback on homework is very necessary for both teacher and student. If it’s apparent that the students are fully understand the material based on their homework, as the teacher it’s time for you to differentiate your teaching style. I feel as though if you are teaching differentiation in your classroom than re-do’s need to be a part of that. We all know that kids do not learn at the same speed, so who are we to say that they don’t need more time. Along with that statement I will like to also clear up something. I think re-do’s are great for those who just didn’t the assignment or the material covered, but if students are just half fasting the assignment, because they know they can just re-do it for a better grade is a very different idea. In the society that we live in the public puts so much pressure on student get A’s. I think that its more beneficial is students use a 4 point grading system such as (Does not meet, partially meets, meets, exceeds), but I do feel as though this isn’t the best way either. I feel as though standards need to be established at the start of the year, and if the students meets all of those standards than they should get to pass the grade.